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|  | **Rationale for this Initiative:**  *(research,expected outcomes for students and/or staff)* |  | | | | | |
| ***Awareness, Information, Knowledge*** | **Implementation Phases** | **Description** | **Resources** | | **Students** | **Teachers** | **Principal, Coaches, Implementation Team** |
| **Phase 1 – Exploration - Identify Needs, Assess Capacity, Research Programs** | A purposeful community is one with the collective efficacy and capability to develop and use assets to accomplish purposes and product outcomes that matter to all community members through agreed upon processes. | | | | | |
| Identify Needs | Instructional goals and a target population are identified. | School Improvement Plan  NePAS &Test scores  Stakeholder surveys  EDI Graph of Curriculum Gap Between Assignment Level and Level of Students  Change Initiative Plan - ESU | | Data drives decisions.  Students understand Student Learning Objectives SLO for the year. | Collaborative discussions occur to identify needs. | McREL   1. Create Demand 2. Implement 3. Manage Personal Transitions 4. Monitor and Evaluate |
| Understand Change Process   1. First Order: extension of past, congruent with personal values, easily learned 2. Second Order: break from the past, incongruent with personal values, requiring new knowledge and skills | “The principal may underestimate the impact of a change initiative on the implementers. It is important for him/her to understand the implications that change has on individuals. The terms first order change and second order change are used to describe the implications change has on various stakeholders, not to describe the change itself.” | Balanced Leadership - McREL | | This may be second order change for students. | Identify what would prevent implementation of EDI.  **S**trengths **W**eaknesses **O**pportunities **T**hreats? SWOT | Challenge current tendency to not implement trainings.  . |
| Create Demand, Buy-In and Commitment | Creating demand is ongoing, not a one time event. Staff commit to a 2-4 year process. | Need for District Instructional Model  February conference first time exposure to Explicit Direct Instruction, TAPPLE, and Lesson Norms  NE Frameworks Principal/Teacher Standards | | Students are aware teachers are learning and trying new methods. | Interested staff help communicate need for change. | Communicate the need for change to all stakeholders |
| Assess Organizational Capacity | Financial and personnel costs are identified including: staff training, materials, additional equipment, technical support, maintenance and sustainability. | School budget  Implementation Guideline | |  | Teachers flexibly and creatively meet District goals. | Assess monetary and staffing resources |
| Research Programs | Evidence Based programs/practices are researched and matched to identified instructional goals and target populations. | Attend EDI Introductory Session  Read Hollingsworth books (EDI, EDI for ELL’s)  Marzano Research and ES  Hattie Research and ES  Madeline Hunter – Mastery Learning  EDI Testimonials | |  |  | Research possible programs |
| Understand Program Fidelity | Fidelity to the program/practice is clearly defined and monitored. | Provide clearly defined description of program/practices.  Obtain hard copy, or electronic fidelity checklist (Bubble Sht.) | | Students understand need for fidelity. | Teachers understand need for fidelity checks. | Design fidelity check process |
| ***Explain, Model, Demonstrate*** | **Phase 2 – Installation**  **Resources, Training, Staffing** |  |  | |  |  |  |
| Establish an Implementation Team | A core set of individuals is chosen and charged with providing vision and guidance through full implementation of the program/practice. |  | | Students are aware that teachers are learning too. | Monitor according to plan. Provide timely and constructive feedback.  Provide affirmation of successful implementation at the classroom, building, and district level. | A knowledgeable and committed leadership group is created. |
| Obtain Resources and Materials | Resources and materials are purchased to support implementation of the program/practice. | 1. Book – Explicit Direct Instruction, Hollingsworth 2. Book – Explicit Direct Instruction for ELL, Hollingsworth 3. Engagement Norms Poster 4. TAPPLE Poster 5. Lesson Delivery Handout 6. Lesson Design Handout 7. Administrator Visitation Handout 8. Fidelity Check Bubble Sheet 9. Sample EDI Lessons K-12 10. EDI Lesson Design Template 11. Administrator Implementation Handout 12. Administrator Problem Solving Webinar 13. Whiteboards & Markers 14. Cup & sticks for non-volunteers | | Students participate with coaching and observation as a regular part of the classroom day. | Teachers know and access materials as needed. | Implementation Team obtains resources. |
| Schedule Training Sessions - Dates  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Training is provided for all staff to have the knowledge and skills to implement the program/practice. | 1. Lesson Delivery Training  * Engagement Norms: Whiteboards, Complete Sentences, Pair-Share, Read, Gesture, etc. * TAPPLE: Teach, Ask, Pause, CFU Pick Non-Volunteer, Listen, Effective Feedback  1. Lesson Design Training 2. Learning Objective, Prior Knowledge, Concept, Importance, Skill, Guided Practice, Closure 3. Administrator Fidelity Visits 4. Demonstration Lessons and Co-Teaching 5. Administrator Implementation Webinar 6. Classroom Coaching / Practice Sessions | | Students participate in demo lessons. | Teachers participate in training sessions. Teachers participate in co-teaching.  Teachers participate in collaborative practice and build efficacy in their ability to use EDI Lesson Design and Delivery strategies. | Train Leadership and All staff responsible for Designing and Delivering EDI Lessons. |
| Develop Data Systems | Data systems are installed to effectively monitor the effectiveness and fidelity to implement the program/practice. | 1. Base-line visitation form  2. Base-line data collection spreadsheet  3. Electronic lesson plan template | | Students provide feedback about learning & teachers. | Teachers give input on data collection and visitation. | Use input to create forms for data systems. |
| Provide Adequate Staffing | Additional staff is hired or reallocation of staff occurs as needed. | Needs are met with creativity and flexibility | | Students experience flexible staffing & support. | Teachers learn collaboratively | Provide time for collaboration. |
| ***Low Risk Practice, On the Job Practice*** | **Phase 3 - Initial Implementation - Manage Change Process, Accept Abundant Coaching** | Teachers move from awareness to automaticity. |  | |  |  |  |
| Manage the Change Process | Create a safe environment. Communicate that implementation is an expectation, not a choice. Emphasize collaboration and communication. | Nurture the champions.  Appreciate the doers.  Nudge the fence sitters.  Isolate, remediate, or terminate the toxic. | | Listen to student feedback about teachers. MET Study (2012) | Implementation team works to Increase Collective Efficacy (Roger Goddard)  1. Mastery Experience Demonstrate and practice new skills  2. Vicarious Watch video clips and practice new skills  3. Social Persuasion Schedule peers to visit other’s classrooms  4. Affective States Recognize effort and improvement  5. Group Enablement Successful teamwork with useful outcomes | |
| Provide Opportunities for Low Risk Practice | Provide demo lessons and co-teaching.  Practice at department/staff meetings.  Practice writing learning objectives and Lessons. | Teachers watch video tapes and practice lesson components.  Teachers participate in collaborative lesson writing. | | Students participate in demo lessons. | Teachers co-teach with John. | Design practice schedule. |
| Accept Abundant Coaching  Practice New Strategies to Automaticity  (Joyce and Showers – 5% or 90%) | Incorporate theory, demonstration, practice, feedback, and in-situation coaching. Be positive - Don’t nit-pick. | Implementation team, leadership, and ESU staff developers are scheduled regularly to work side by side with teachers. | | Students become comfortable with classroom visits. | Teachers become comfortable with coaching. | Provides on-going, low-risk support. |
| Schedule Classroom Visitations | Implementation team, leadership and peers visit and give real time coaching and feedback. During classroom visits gesture to cue engagement norms. | Types of Visits  Focused visitation -1 strategy – announced – collect data  Five Minute visitation – fidelity – unannounced – collect data  Full Lesson visit – side-by-side coaching – announced - collect data  Floating 5-10 Minute visit - with coaching – unannounced – no data collected | | | | Belief in fidelity of implementation yields results. |
| Set Implementation Goals and Deadlines | Implementation goals and deadlines are clearly communicated. | Discussion and skill practice occur at every staff meeting. | Students actively participate. | | Teachers participate in discussions and practice. | Establish a manageable and realistic time line. |
| Check Fidelity | Fidelity to the program/practice and the implementations goals is tracked and communicated. | Errors of Omission  Errors of Comission  Commendations  Recommendations | Students use strategies  \_\_ 1. Engagement Norms; Whiteboards, Complete Sentences, Pair-Share, Choral Read, Gesture  \_\_ 2. Respond with complete sentences  \_\_ 3. Verbalize Learning Objective  \_\_ 4. Share prior knowledge  \_\_ 5. Describe the concept  \_\_ 6. Demonstrate the skill  \_\_ 7. Use matched practice sets of materials  \_\_ 8. Describe Importance  \_\_ 9. Actively engage with the lesson content | | Teacher are Implementing…  \_\_\_ 1. Engagement Norms; Whiteboards, Complete Sentences, Pair-Share, Choral Read, Gesture  \_\_\_ 2. TAPPLE: Teach, Ask, Higher Order Questions, Pause, CFU Pick Non-Volunteer, Listen, Effective Feedback  \_\_\_ 3. Lesson Design: Learning  Objective, Prior Knowledge, Concept, Skill, Explain, Model, Demonstrate, Importance, Guided Practice Paired Examples, Closure | Implementation team provides time for discussion and feedback. |
| Use Data Systems and Report Progress Toward Goals | Data is regularly collected and shared. | Visitation data and progress is shared and celebrated at staff meetings. | Students regularly review and chart individual data on personal goals. | | Data shows teachers are using | A person is assigned to collect and display data. |
| ***Long Term Maintenance, Sustainability, and Follow-up*** | **Phase 4 – Full Implementation (80% or more use the program/practice)** |  |  |  | | **Nebraska Teacher Standards** | **Nebraska Principal Standards** |
| System Change | School/District focuses on instructional improvement supported by a vision of instructional quality.  Time is managed in support of instructional goals. | Research Based Design and Delivery Strategies are formally adopted as part of the District Instructional Model | Vision and strategies shared with students to build confidence & trust. | | 7. The teacher contributes to and promotes the vision of the school and collaborates with students, families … | 1. The principal establishes and communicates a vision for teaching and learning that results in improved student achievement. |
| 90% or More Implementing | 90% or more use the program/practice consistently and with fidelity. | Implementation Gap Research  Strategies expanded to all content areas. | Learning and growth are celebrated. | | 4. The teacher uses effective instructional strategies to ensure growth in student achievement. | 3. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results. |
| Mentoring of New People | ESU and/or School/District provide training and mentoring for new people. | Back to School ESU Workshop  February Conference  ESU on-site support  District provides guidance, training, materials | Responsibility to achieve learning goals is shared by students. | | 5. The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform on-going planning, instruction … | 4. The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students. |
| Refinement and Polishing | Fidelity checks and refinement occur regularly, (this is not the fad of the year). | Classroom visitations continue. | Students increase their own learning through engagement during direct explicit instruction. | | 2. The teacher integrates knowledge of content, pedagogy, students, standards | 2. The principal leads a continuous improvement process that results in improved student performance and school effectiveness. |
| Data Systems and Goals | Data systems and goals are revised and refined. Data continues to be shared with stakeholders and drives decisions. | Data and progress are shared with all stakeholders in Frameworks / Advanc-Ed Report. | Students set goals & have pride in their personal achievements. | | 6. The teacher acts as an ethical and responsible member of the professional community. | 5. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, & effective learning environment for all students & staff. |
| Sustainability & Maintenance | **Instructional leaders maintain a relentless focus on improving how their students are taught.** | | | | 1. The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement. | |

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| **Nebraska Framework Principal Standards** | **Nebraska Framework Teacher Standards** |
| 1. The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.  2. The principal leads a continuous improvement process that results in improved student performance and school effectiveness.  3. The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.  4. The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.  5. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.  6. The principal uses effective personnel practices to select, develop, support and lead high-quality teachers and non-teaching staff.  7. The principal promotes and supports productive relationships with students, staff, families, and the community.  8. The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school. | 1. The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.  2. The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.  3. The teacher creates and maintains a learning environment that fosters positive relationships and promotes student engagement in learning, development, and achievement.  4. The teacher uses effective instructional strategies to ensure growth in student achievement.  5. The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform on-going planning, instruction, and reporting.  6. The teacher acts as an ethical and responsible member of the professional community.  7. The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement. |

Dataworks EDI – John Hollingsworth, Silvia Ybarra <http://www.dataworks-ed.com/> nirn – National Implementation Research Network <http://nirn.fpg.unc.edu/learn-implementation/implementation-stages>

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| **Connection to Past Trainings and/or Teacher Growth:** |  |